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IMPROVING STUDENTS’ PRONUNCIATION SKILL USING HOMOPHONE GAME (A CLASSROOM ACTION RESEARCH AT FIRST ELEVENTH GRADE SCIENCE STUDENTS OF SMA N 1 NGUTER)

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Abstract

Pronunciation is one of the vital skills and should be mastered by students in communicating appropriately and smoothly. Susanto (2013: 37) emphasizes that pronunciation lessons are the best way to learn English pronunciation. Pronunciation gives a significant effect on the meaning of what someone is saying. When a speaker mispronounces a few words or phrases, this will cause a misunderstanding for the listener. Actually for all students we know that pronunciation is the most difficult element to learned. In learning pronunciation is better started from child or young learners. In this stage children or learners have good memorization also they can imitate easily. Therefore, it is not too hard for them to learn pronunciation. There were so many problems that can be found in learning pronunciation, it’s about the intonation, spelling, rhythm and word stress also. Included the students at Eleventh Grade of 1 Nguter Senior High School, they got some problems in learning pronunciation. Based on the researchers’ observation, the students could not pronounce English words well and got difficulty in it. The aim of this research is to improve the students’ pronunciation. This research uses classroom action research. The subject of the research is the students at Eleventh Grade of 1 Nguter Senior High School. From the whole explanation of result finding and discussion above, the researcher concluded that teaching pronunciation by using Homophone Game the students’ pronunciation was improved. The used of Homophone Game could make good atmosphere in the class and make teaching learning process especially teaching pronunciation had been effective. And directly it made the students’ pronunciation could improve.

Keywords: teaching English, Pronunciation, homophone game

INTRODUCTION

There are four skills in learning English. They are Listening, Speaking, Writing and Reading Skill. Each skill has different elements. For example in speaking skill there are vocabulary, fluency, accuracy, pronunciation, and etcetra. And so do other skills.

Pronunciation is the most important capital that students should master in communicating ideas and information and communicating appropriately and smoothly. This is as stated by Susanto (2013: 37) which emphasizes that pronunciation is a method or method articulated and explored in an English perspective. The pronunciation has a significant effect on what someone says.
When the speaker mispronounces a few words or phrases, which can cause someone to be misunderstood.

Actually for all students we know that pronunciation is the most difficult element to learn. In learning pronunciation is better started from child or young learners. In this stage children or learners have good memorization also they can imitate easily. So it is not too hard for them to learn pronunciation.

There were so many problems that can be found in learning pronunciation, it’s about the intonation, spelling, rhythm and word stress also. Included the students at Eleventh Grade of 1 Nguter Senior High School, they got some problems in learning pronunciation. Based on the researchers’ observation, the students could not pronounce English words well and got difficult on it. It could happen because so many reasons. But usually it caused they never to try and train their pronunciation regularly. Moreover, most of students chosen to use their own English dialect and never observed about the correct pronunciation. Also it could happen because the teacher didn’t use the right media or method to teach pronunciation to them.

Due the problems above, it could cause some effects that happen. Most of the result indicated that the students have low ability in pronunciation. So it made the students often do mispronounce and then it cause misunderstanding between the speaker and listener.

There were many interesting media that could be applied to serve the pronunciation in the class. According to the problem above, the researcher gave solution with apply a game in teaching learning process specifically for teaching pronunciation. The game was Homophone Game. With this game the students could be fun and more relax in the learning process. Then directly it could help them to interest and enjoy the learning process. Based on the explanation above, the researcher interested in conducting a research entitled: "Improving Students' Pronunciation Skill Using Homophone Game at First Eleventh Grade Science Students of 1 Nguter Senior High School 2017 / 2018 Academic Year".

The researcher formulates the problem statement as: Can Homophone Game improve students’ pronunciation skill at First Eleventh Grade Science Students of 1 Nguter Senior High School 2017 / 2018 Academic Year? And the objective of the study is to explain the improvement of students’ pronunciation skill at First Eleventh Grade Science Students of 1 Nguter Senior High School 2017 / 2018 Academic Year using Homophone Game.

Games have an important role in increasing the students enthusiast and BBC (2010) argues that the Homophone Game is a strategy that allows students to be able to identify homophone and recall words based on sound and their meaning. The game also helps highlight some sounds that may be very difficult for students to hear and write.

There are some steps of Homophone Games in its implementation (Ehow, 2010). They are:

1. Before sharing the game material, the teacher first that the homophones are two words have the same sound element but different in the meaning of
"two" (numbers between one and three) and "also" (another way to say good.

2. The students are divided by the teacher into several small groups which consist of between 3 or 4 members. As for each group a guide is chosen who will choose the first player from their respective members.

3. The teacher asks or instructs the student, who in this case applies as the first player to stand in a chair facing the board (about 3 or 4 meters in diameter).

4. The teacher writes blanks and is accompanied by a choice of homophonic words.

5. The first player will run up to the board to answer the question by pronouncing.

6. The first player in the order is replaced by the second player until all members get their chance.

7. The teacher will give the point for the group who can answer the question truly.

| e.g. Fill in the blanks with the correct word: |
| a. road, b. rode, c. two, d. to |
| 1. [ ] an elephant at the circus last week |
| 2. Mom, may I go [ ] the market |
| 3. Sue was lost and didn’t know which [ ] to take |
| 4. I have [ ] pen |

8. The winner is the highest point.

Research Methodology

The method used in this research was a Classroom Action Research. Classroom Action Research is disciplined inquiry (research) that seeks focused efforts to improve the quality of people’s organizational, community and family. Jim Parsons (2002, cited in Tanajaya 2016:6) said that:

"Action research is a frame of mind more than a specific research methodology. It is a democratic, problem-solving approach researchers take towards their own activities and the areas of concern others bring to them."

The setting of the research in 1 Nguter Senior High School. The subject of the research were the students at Eleventh Grade of 1 Nguter Senior High School. There are eight classes for eleventh grade. They are four classes for
Science and four classes for Sosial CI-8. And the researcher chose First Eleventh Grade Science Students (XI A 1) as the subject of the research because the students in First Eleventh Grade Science (XI A1) had the problem in their Pronunciation Skill and had less in it.

On the basis of Kemmis and McTaggart’s perspective on action study, which is a participatory study consisting of spiral of following self-reflective cycles:

1. Planning
   In planning, the researcher find the general idea that want to improve in the research.
2. Acting
   In acting the researcher solve the problem that found with media as the tools.
3. Observing
   In observing the researcher observe to get the material for doing reflection. It can use some tools also like note and questionare.
4. Reflecting
   Reflecting is activity that done base on the result of acting and observing.
5. Revising
   Revising is repair stage for repairing the action before. Cause it is imposibilbe that an action can solve the problem directly. And this stage is beginning stage from the next cycle.

![Figure 3.1 The model of Action Research by Kemmis and Taggart (cited in Anne Burns, 2010)](image)

This research implemented into two cycle and every cycle has three meetings. And there was pre test before cycle one, and post test after cycle one and after cycle two.

Data collecting technique, using qualitative and quantitative data, including validity and reliability. There were also documentation, interview, questioner, and recording. The researcher used indicator in Pronunciation in order to know the ability of the students in pronoun the word in English.

Discussion

This research was conducted on two cycles. The first cycle was conducted before the researcher implementing Homophone Game and the second cycle was conducted after the researcher applying Homophone Game. The aim was to
know the result of the students’ score got improvement before and after applying Homophone Game in teaching Pronunciation.

the researcher was taken score by listen the record. The score was taken by four criteria. The criteria were spelling, intonation, word stress and rhythm. The maximum score was 5 point in every criterion. The minimal mastery level criterion (KKM) of Pronunciation Test was 70 (good). The result of the Pre-Test was presented as follows:

\[
\text{Chart 4.1 Result of Pre-Test}
\]

The result of the test showed that the students’ pronunciation was average to low. The result of pre-test was from 36 students. 4 students had 10 – 49 (very low), 14 students had 50 – 59 (low), 12 students had 60 – 69 (fair), 6 students had 70 – 79 (good) and none got excellent. The mean of pre-test score was calculated as:

\[
\text{Mean} = \frac{\sum x}{N} = \frac{2065}{36} = 57.36
\]

The percentage of students who passed KKM was calculated as follows:

\[
P = \frac{\sum \text{Passed students}}{\text{Total number of students}} \times 100\%
\]

\[
= \frac{6}{36} \times 100\% = 16\%
\]

Based on the data of interview, observation, questionnaire and pre-test score, it could be concluded that students at First Eleventh Grade Science Students of 1 Nguter Senior High School 2017 / 2018 Academic Year had difficulties in pronunciation skill. So the researcher conducted an action to help the students overcome the problem.

After implementing the Homophone games in every cycle in each meeting, in post test 1 the researcher got:
The Post Test 1 was conducted, there were 20 (twenty) multiple choice questions. The researcher distributed the questions and asked them to fill their data before read and answered the questions. The research also give the post-test 1 in oral answered form and record the students answered.

Then the researcher was taken score by listen the record. The score was taken by four criteria. The criteria were spelling, intonation, word stress and rhythm. The maximum score was 5 point in every criterion. The result of the Post-Test was presented as follows:

![Chart 4.2 Result of Post-Test 1](image)

The result of post-test 1 was from 36 students, 0 students had 10 – 49 (very low), 4 students had 50 – 59 (low), 13 students had 60 – 69 (fair), 17 students had 70 – 79 (good) and 2 students got 80 – 100 (excellent). The mean of post-test 1 score was calculated as:

Mean : \( \bar{x} = \frac{\sum x}{N} = \frac{2455}{36} = 68.19 \)

The percentage of students who passed KKM was calculated as follows:

\( P = \frac{\sum \text{Passed students}}{\text{Total number of students}} \times 100\% \)

\( = \frac{19}{36} \times 100\% \)

\( = 52.7\% \)

At the end of the cycle 2, the researcher held post-test 2 to find out whether there was any improvement of students’ pronunciation after the teacher implemented the Homophone Game. The Post Test 2 was conducted on 7th September 2017. There were 20 (twenty) multiple choice questions. The researcher distributed the questions and asked them to fill their data before read and answered the questions. The research also give the post-test 2 in oral answered form and record the students answered. The result of the Post-Test 2 was presented as follows:

![Chart 4.4 Result of Post-Test 2](image)
The result of post-test 2 was from 36 students, 0 students had 10 – 49 (very low), 0 students had 50 – 59 (low), 2 students had 60 – 69 (fair), 12 students had 70 – 79 (good) and 22 students got 80 – 100 (excellent). The mean of post-test 2 score was calculated as:

$$\text{Mean} : \bar{X} = \frac{\sum x}{N} = \frac{2880}{36} = 80$$

The percentage of students who passed KKM was calculated as follows:

$$P = \frac{\sum \text{Passed students}}{\text{Total number of students}} \times 100\%$$

$$= \frac{34}{36} \times 100\%$$

$$= 94.4\%$$

From the result above the researcher can conclude that there was improvement in students’ score.

The researcher analyzed the result of the research that were collected from several sources by some techniques of collecting data such as observation sheet, interview script, questionnaire, lesson plan, materials, result of pre-test and post-test, documentation, and photograph. The researcher concluded the findings that included the improvement of students’ pronunciation skill in teaching learning process used Homophone Game.

The students’ pronunciation skill at First Eleventh Grade Science Students of 1 Ngueter Senior High School 2017 / 2018 Academic Year was improved by Homophone Game in teaching learning process. The students could pronounce in correct spelling, intonation, word stress, and rhythm. They could pronounce many words specifically words that belong to the homophone words. They also could produce correct sound. The improvement of the result could be seen in result of Pre-Test, Post-Test 1, and Post-Test 2. The improvement of the students’ mean score as follows:

A Pre-Test
B Mean : $\bar{X} = \frac{\sum x}{N} = \frac{2065}{36} = 57.36$
Post-Test 1 » Mean : \( x = \frac{\sum x}{N} = \frac{2455}{36} = 68,19 \)

Post-Test 2 » Mean : \( x = \frac{\sum x}{N} = \frac{2880}{36} = 80 \)

Based on the result above, it could be concluded that there was improvement for each rep. The mean score got improvement from Pre-Test until Post-Test 2. The mean score in Pre-Test was 57.36, in Post-Test 1 was 68.19 and in Post-Test 2 was 80. Finally the researcher could conclude that the students’ pronunciation skill was improve and this research was success.

Conclusion and Suggestion

the researcher presents conclusion (improvement of students’ pronunciation skill using Homophone Game and the situational class when the researcher conducted Homophone Game in teaching learning process) and suggestion (suggestion that given to students, teacher, and others researcher).

Based on the discussion on the Chapter IV, the researcher concluded that teaching Pronunciation using Homophone Game could improve the students’ pronunciation skill. They could pronounce in correct spelling, intonation, word stress, and rythm. They could pronounce many words specifically words that belong to the homophone words.

The improvement of students’ pronunciation skill could be seen from the result of students’ score and the situational class. We could see the students’ score in Pre-Test, Post-Test 1, and Pre-Test 2. The mean score got improvement from Pre-Test until Post-Test 2. The mean score in Pre-Test was 57.36, in Post-Test 1 was 68.19 and in Post-Test 2 was 80.

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